

**M Tourism Destination Management
NHTV Breda University of Applied
Sciences**

**Report of the extensive programme assessment
7 and 8 November 2011**


 *This document is best printed in duplex.*

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Summary

On November 7th and 8th 2011 an assessment committee of AeQui has performed an assessment of the Master programme Tourism Destination Management (TDM). The overall judgement of the committee regarding the quality of the programme is **good**.

Tourism Destination Management is a 1-year Master programme (68 EC). The goal of the programme is to offer professional candidates a deeper theoretical insight in issues of design, development of tourism destination areas. It enables future professionals to develop analytical, pro-active and problem-solving attitudes and skills towards these issues. Next to this, students develop knowledge and skills required to design and implement professional advice, as well as academic research in an international and cross-cultural setting. Further, expertise to innovate, participate and lead processes of collaboration, negotiation and change in tourism destination management, are built and strengthened through this programme.

Intended learning outcomes

The intended learning outcomes are defined in a competency profile which was developed by NHTV as TDM is a unique programme in the Netherlands and the rest of the world. A total number of 40 final qualifications was defined after consulting the professional field, divided over three categories. The definition of these qualifications are quite specific and contain both hard and soft skills. There is a clear relation with the Dublin Descriptors, as defined for the (professional) Master level.

Curriculum

The programme is unique because of the excellent integration between theory and practice. The fact that students can apply the theory of phase 1 during a three-months fieldwork project in the second phase is a strong learning experience. No other master programme in the world has created an experience like this. This opportunity is one of the main reasons for students to apply to this programme. The added value of the international classroom concept is high. Due to intensive coaching and highly motivated students the dropout rate is very low. Not all students that apply to the programme have a tourism background in terms of a bachelor degree or working experience. Yet, they do not experience big problems entering the course.

Staff

The team of lecturers is enthusiastic. Their aim is to coach and guide the students in a personal way. The student-lecturer ratio is in balance to reach that goal. The staff policy of NHTV has a strong focus on the professional and academic development of the

lecturers. The policy is executed well, it will lead to an increasing number of master degrees and PhDs among the lecturers. The quality of the lecturers is excellent. The staff has strong relations to the (international) professional domain, also due to the variety of (international) backgrounds of the lecturers. They show a strong dedication to the programme and the students.

Facilities

The general services and facilities are satisfactory. The accommodation for foreign students as well as the use of up to date software are issues that can be improved. Due to the dedication of the staff, the tutoring is good. Because of the tutoring, with a lot of personal attention for each of the students, the dropout rate is low.

Quality assurance

The quality care system of NHTV is thorough. Evaluations take place structurally. The evaluations lead to implementation of improvement measures. All stakeholders are involved in the evaluation system. Formally an Advisory Board with representatives from the professional field is in place.

Assessment and learning outcomes achieved

The programme has a proper assessment system in place. The balance between group assessment and individual assessment has changed in favour of individual assessment over the recent years. With regard to transparency there is room for improvement. Although the assessors use an evaluation form

when grading the theses, the written feedback is not available for students. The theses represent Masters level. Grading is realistic and the research skills clearly transcend bachelor level. The subjects of the theses are relevant and represent current issues.

Recommendations

The Master programme Tourism Destination Management is a special experience in itself. Due to the quality of the programme, the way it has been structured and the quality and ambition of the faculty a world class Master programme is presented. The programme continuously is subject to evaluation, re-evaluation and further improvement. In view of that, recommendations can be provided in a number of areas for further improvement.

These subjects are covered in the following report but can be summarised here as follows:

1. Rethink and re-establish the Advisory Board, in a way that the individual members have a more complete overview over the programme;
2. Simplify the Final Qualifications as set out in the professional Profile and make sure all stakeholders (students, teachers, coaches, guest lecturers) have a proper understanding of the qualifications students are supposed to realise at the end of the programme
3. Improve the assessment and grading procedure, by re-evaluation of the position and working of the Exam Board, increasing the level of transparency of grading procedures and provision of proper feedback on marks in writing the balance between group and individual rating

All standards of the NVAO assessment framework are assessed positively and hence the review committee awards a positive recommendation for the accreditation of the programme.

On behalf of the entire review committee,

Utrecht, 30 December 2011



Drs. R. De Lusenet
Chair



A. Van Noort MScMC
Secretary

4. Increase the level of servicing the students in the area of finding proper accommodation during the period they have to stay in Breda and facilitate them more in the job search activities at the end of the programme by organizing e.g campus recruitment activities.
5. Raise the international profile even more by stimulation of truly international research projects and the recruitment of more highly qualified international staff.

Distinctive quality feature internationalisation

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the distinctive quality feature 'internationalisation' as **good**. Taking into consideration the international orientation of the field "internationalization" in general, can hardly be unique in a tourism oriented programme. None the less, this programme is very special and distinctive, particularly because of the three-months field project which takes places at three destinations in the Asian Pacific region. No other master programme around the world offers this. The combination of the international classroom and the field project offer the students a strong learning experience. In order to have full benefit from the international classroom concept the admission policy is strict.

The distinctiveness also shows through the international background of staff and guest lecturers. The accommodation for foreign students should have full focus as it seems difficult for them to find proper housing.

Overview

De judgements per standard are presented in the table below.

Standard	Judgement
Intended learning outcomes 1. Intended learning outcomes	Good
Curriculum 2. Orientation of the curriculum 3. Contents of the curriculum 4. Structure of the curriculum 5. Qualifications of incoming students 6. Feasibility 7. Scope and duration	Excellent Satisfactory Excellent Good Good Satisfactory
Staff 8. Effective staff policy 9. The staff is qualified 10. The size of staff	Good Excellent Good
Services and facilities 11. Accommodation and infrastructure 12. Tutoring and student information	Satisfactory Good
Quality assurance 13. Evaluation of the programme 14. Measures for improvement 15. Programme committees, examining boards, staff, students, alumni and the professional field are actively involved	Good Good Satisfactory
Assessment and learning outcomes achieved 16.1 Assessment system 16.2 Achieved learning outcomes	Satisfactory Satisfactory
General conclusion	Good
Distinctive quality feature: internationalisation 1. Vision on internationalisation 2. Learning outcomes 3. Teaching and learning 4. Staff 5. Students	Good Good Good Excellent Good Excellent

Colophon

Institute and programme

NHTV Breda University of Applied Sciences
Mgr. Hopmansstraat 1, 4817 JT Breda
Telephone (076) 533 22 26
Status institution: publicly funded
Result of institutional assessment: not applied for

Programme: M Tourism Destination Management
Level: Post-initial Master/Professional Master
Distinctive feature: internationalisation
Number of credits: 68 EC
Nomenclature: Master Tourism Destination Management
Location: Phase 1: Breda, Phase 2: Asia Pacific tourism destinations, Phase 3: worldwide
Mode of study: fulltime
ISAT: 70067
Data on intake, graduates and drop-outs: see attachment 3.

Responsibility for the quality of the programme: mr W. Meijer MMA
Contact with regard to the quality of the programme: ms E. van den Broek, MA
Email: Broek.e@nhtv.nl / Tel.: (076) 533 23 67

Assessment committee

Drs. R. De Lusenet, chair
A. Holden PhD, domain expert
B. James BA, domain expert
A. Moonen BSc, student
A. van Noort MSc, secretary

The assessment committee was presented to the NVAO. NVAO approved of the composition of the committee (#5445).

The assessment was conducted under responsibility of
AeQui VBI
Vlindersingel 220
3544 VM Utrecht, The Netherlands
+31 30 87 820 87
www.AeQui.nl

Introduction

NHTV Breda University of Applied Sciences positions itself as an independent international institution in Higher Education and Research, with a focus on the development of academic knowledge and the promotion of sound professional practice. NHTV has a strong commitment to making a positive contribution to society.

The institute

The following mission statement is part of the NHTV's Strategic Plan 2009-2012: "NHTV seeks to make a contribution to society by training young people to become responsible professionals, capable of operating efficiently in a globalising work and knowledge environment, in conjunction with international industry players. The institute aims to inspire and challenge both students and staff to develop their talents to the fullest, to integrate knowledge and skills and apply these to society, as professionals or academics, in an excellent and sustainable manner.

This mission statement is translated into three strategic spearheads: internationalisation, academic development and excellence.

- Internationalisation: NHTV prepares its students for careers with international perspectives.
- Academic development: NHTV only invests in academic programmes that are not (yet) taught elsewhere in the Netherlands. The strength of NHTV lies in making knowledge applicable.
- Excellence: the linkage between education, research and industry leads to the continuous innovation of education, which gives graduates a competitive edge in the labour market. It also leads to knowledge development, which allows NHTV to evolve into a valuable partner for the industry.

NHTV develops its knowledge and educational content through focusing on three strategic themes: Imagineering, Cross-Cultural Understanding and Social Responsibility.

Through five Academies, both this strategic orientation and the cross cutting themes are implemented through educational programmes,

knowledge output and cooperation with the following professional fields: Digital Entertainment, Hotel & Facility, Leisure, Tourism, Urban Development, Logistics and Mobility.

The Academy for Tourism (further: AfT) is the largest academy at NHTV and the Academy offers a wide range of courses in tourism, at Professional and Academic Bachelor and Master level. The Master programme in Tourism Destination Management (further: TDM) is one of the Master programmes the AfT offers.

Besides offering professional education at undergraduate and postgraduate level in tourism, the AfT emphasises interaction between education and academic research. A total number of 7 Associate Professors have been appointed to strengthen the relationships between education and academic research, as well as professional advisory tasks:

- Business Travel Management
- Cross Cultural Understanding
- Productivity in Leisure and Hospitality
- Sustainable Transport and Tourism
- Tourism Destination Management
- Tourism Experiences and Co-creation
- Visitor Studies

The programme

TDM started in 2006. The programme offers professional candidates a deeper theoretical insight in issues of design and development of tourism destination areas. It enables future professionals to develop analytical, pro-active and problem solving attitudes and skills towards these issues. Next to this, students develop knowledge and skills required to design and implement professional advice, as well as academic research in an international and cross-cultural setting. Further, expertise to innovate, participate and lead processes of collaboration,

negotiate and change in tourism destination management, are built and strengthened through this programme.

The destination focus translates into three related approaches applied to education and research: a contextual approach, a stakeholder approach and a transdisciplinary approach. With these approaches in mind, the knowledge and research domain of TDM focuses on three main areas:

1. Developments related to governance and control of destinations at local, regional, national and global level;
2. The balance of power and related tension between local and global development processes in destinations (global-local nexus);
3. Tourism consumers demand perspectives and trends related to destinations.

The TDM programme, due to its international distinction and unique approach, attracted an increasing number of international students, from more than 30 countries in the world.

The assessment

NHTV Breda University of Applied Sciences has assigned AeQui VBI to perform a quality assessment. In close co-operation with NHTV AeQui has convened an independent and competent assessment committee. A preparatory meeting with representatives of the programme has taken place. In this meeting the program for the site-visit and the interviewees were determined, see attachment 2.

Two weeks prior to the site-visit, NHTV announced the open consultation to students and staff. Neither students nor staff has used this possibility.

The assessment committee has made a choice of theses over the last two years, and has reviewed these theses. The results of this review were input for discussions during the site-visit. The committee assessed in an independent manner; at the conclusion of the assessment the results were presented to representatives of the programme.

The concept of this report was sent to the representatives of the programme; their reactions have led to this final version of the report.

Intended learning outcomes

The intended learning outcomes were defined in a competency profile which was developed by NHTV, as TDM is a unique programme in the Netherlands and the rest of the world. A total number of 40 final qualifications were defined after consulting the professional field, divided over three categories. The definition of these qualifications is quite specific and contains both hard and soft skills. There is a clear relation with the Dublin Descriptors, so the qualifications clearly represent the Master level.

Intended learning outcomes

Standard 1: The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the intended learning outcomes as **good**. The qualifications are well defined. There is a clear relation with the Dublin Descriptors. The assessment committee advises to make sure the competency profile is available in English as well and that the number of final qualifications will be diminished.

Links with professional practice

The TDM programme is a unique programme in the Netherlands. Therefore, no national competency profile is available. After consulting representatives from the professional field, NHTV developed its own competency profile for the TDM programme, containing 40 final qualifications.

When designing the programme, the work field was asked what aspects the programme should focus on. Marketing, cross cultural communication, out of the box thinking, creating global/local connections, financial management and project management were considered most important. The final qualifications represent these areas, with a strong focus on the stakeholder approach. Finally the qualifications were divided into three categories: knowledge and insight, skills and attitude.

In its design and implementation, some of the choices that were made are clearly related to the professional field:

- The programme is a professional Master degree course, where applied and academic knowledge are combined;

- The programme consists of true international and cross cultural practices; students work in this context throughout the programme;
- A considerable part of the programme is executed on tourism destinations, i.e. 'on-site';
- Lecturers with an academic background work together with visiting staff and guest lecturers, and a transdisciplinary approach with cross-over assignments is encouraged.

The TDM programme is part of the Academy for Tourism. This academy has an extensive internationally oriented network, with both professionals from the field and people with an academic background. There also is an Advisory Board, which is composed of professionals and academics in tourism. Most of them work in Asia at high executive level. Meetings with Advisory Board members usually take place during the second phase of the programme while TDM staff travels to Asia, and can interact personally with the Advisory Board member; most of the time individually and sometimes in a group. Next to this, individual meetings take place in Breda, when members visit NHTV for guest lectures or other meetings.

The assessment committee experienced that the disadvantage of this method is that the members of the Advisory Board lack an overview of the entire programme. Perhaps the advice of the Advisory Board (members) would be useful in an even wider context, if they had a complete overview of the programme. That would give the TDM programme the possibility to profit from the advice even more than they already do.

Final graduation exams take place through oral dissertation defence meetings with individual students, twice in each academic year. For these

sessions, 'exam committees' are composed, in which external commissioners take place. These are professionals from the global tourism sector, like managers of airline companies, consulting companies or hotel chains. Also, Advisory Board members sometimes act as external commissioners. Through regular interaction between TDM staff and external commissioners, output-driven feedback is received on the realized learning outcomes with the course, and suggestions for improvements are shared with the internal staff and management.

With regard to the final qualifications, the assessment committee thinks 40 qualifications is too much. Due to the number the qualifications are quite detailed, which might cause problems when it comes to assessing them. The programme management agrees. In fact, they are in the process of reducing the number of qualifications. In the end their aim is to define a maximum of 18 qualifications. The professional field will be consulted in this process.

Up to date

The TDM programme responds to global trends in which destinations have become more and more the 'centre of action' of strategic tourism development. Trends appear at a rapid pace. Yet, in designing and implementing the programme TDM thinks it is important to let complexities in tourism development constitute the focus of discussion in the curriculum, even if answers to new developments are not yet clearly drafted. A market-driven approach is crucial to the programme, considering the need for achieving sustainable operations and the lack of financial support by the Dutch ministry of education.

TDM tries to keep up with the trends by keeping in close contact with their extensive network. Public and private actors at destinations recognize that the multi-stakeholder approach to destination management, which the programme stands for, is effective. The speed of certain developments at tourism destinations provided input for new knowledge areas. TDM translates these developments into the programme and at the same time checks whether the final qualifications should be reformulated according to these developments as well.

Concrete

There are many final qualifications (40) which implies that their content is specific and concrete. Although the competency profile is only available in Dutch, the final qualifications are stated in English in the module handbooks, so the qualifications are clear for all students.

Dublin Descriptors

The Master orientation of the programme translates to the curriculum through Dublin Descriptors at Master level as follows:

Knowledge and Insight: the TDM graduate has deepened his or her knowledge on tourism destinations, starting at bachelor level. He/she has insight in the complexities of development processes at the level of tourism destinations. The graduate is capable of contributing to the production of knowledge, related to relevant areas of destination management, taking a transdisciplinary approach.

Application of knowledge and insight: the TDM graduate is capable of applying existing knowledge in destination management to new tourism context areas, and is capable of providing insight in these complexities by integrating different sources of knowledge available at destination level.

Independent judgement: the TDM graduate is capable of developing an independent judgement in complex realities in tourism destinations, taking into account different stakeholders' perspectives in society, applying techniques that enable the graduate to build this judgement in situations with incomplete or unclear sources of information.

Communication: the TDM graduate is capable of communicating insights, judgements on tourism contextual settings at destinations, as well as the related conclusions from research, in a clear, concise and professional way to professionals and academics in tourism development, orally as well as in writing.

Skills: the TDM graduate is independently capable of analysing any complex tourism destination, its contextual settings and builds a professional judgement on future development.

TDM also provided a framework to the assessment committee in which the final qualifications are described with regard to level and content. It is clear that the Dublin Descriptors are addressed in a gradually intensifying manner throughout the course programme.

In general, TDM alumni are positive about their professional profile after their graduation. Most of them feel that their professional profile has become stronger and offers them more opportunities to find a job.

Curriculum

The assessment committee finds the programme to be unique because of the excellent integration between theory and practice. The fact that students can apply the theory of phase 1 during a three-months fieldwork project in the second phase is a strong learning experience. No other master programme in the world has created an experience like this. This opportunity is one of the main reasons for students to apply to this programme. The added value of international classroom concept is high. Due to intensive coaching and highly motivated students the dropout rate is very low. Not all students that apply to the programme have a tourism background in terms of a bachelor degree or working experience. Yet, they do not experience large problems entering the course.

Orientation

Standard 2: The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **excellent**. The programme has a strong academic basis. Students live up to the high ambitions of the programme. The links with the professional field and recent developments is strong, also due to the fact that student and classroom are placed directly into the professional field for three months.

Since the start of the programme in 2006, continued interaction with the tourism sector has taken place and tourism academics have been involved in its implementation. This has contributed to a continuous process of updating and adjustment of the programme and its content, following most recent actual developments in the tourism destination sector.

The programme is organized in three phases. On average, ten to twelve guest lecturers, invited from Universities (Bournemouth, Surrey, Maastricht, Groningen, Wageningen, Leuven) participate annually to share their research and recent expertise in topics related to Destination Management, during the first phase of the course programme (between September and February). During the first phase

students interact with local tourism stakeholders in the Netherlands, providing advice on issues related to destination management. During this phase, special attention is paid to strengthen research methods and research techniques in cross cultural settings.

During the second phase of the programme (three months of field research in the Asia Pacific region), students undertake research and advisory assignments on locations in three different tourism destinations. Destinations areas are selected by the course management and selection is based on a combination of criteria. Recent development in these destinations must be

relevant for a research approach (market growth or decline, new tourist investments, etc.), a network of professionals and academics must be available to support implementation of the research and there must be a safe and secure situation. Accessibility and cost are also taken into account. Every year a city destination, a developed or experienced destination and an emerging destination are visited.

In phase 2 intensive and direct interaction takes place between students, TDM staff and tourism professionals at tourism destinations in three completely different areas of socio-economic and cultural development. Students receive input through guest lectures, company presentations, interactions with academics and professionals

‘The fact that there is a three-month fieldwork trip makes this programme unique in the world. There is no similar master programme with this combination of theory and practice.’

throughout interviews, presentations and debates. They are expected to formulate and implement their own destination research, applying knowledge and insights from the first phase, through interactions with tourism stakeholders. For each destination selected, research assignments are prepared together with local stakeholders, through preparatory field visits and discussion on the relevant tourism issues for that area.

The main purpose of the field research phase is for students to apply theoretical frameworks into real life destination settings. The theoretical first phase is deepened during the second phase. At the same time, students develop their personal professional capacities and skills and deploy these in complex cross-cultural tourism environments. And since the identification and formulation of the main contextual issues for research is prepared with stakeholders every year, this guarantees that field research assignments relate to actuality and relevance in the destinations. Since students have prepared themselves, during three months, before starting the second phase, they are capable of understanding destinations' complexities and perform research in a relative short time frame.

The last phase consists of writing the Master thesis. During the first phase students start orienting themselves on a topic of their preference. The search process continues during the second phase and at the same time they are more experienced in applying relevant research techniques. During the second phase, regular coaching meetings and consultation sessions take place with lecturing staff that is supervising the field research. After finalising the second phase, students prepare a thesis proposal starting phase 3. Once the proposal has been approved, a supervisor is assigned and the student may start with the implementation of the research. Eventually, assessment takes place.

Throughout the programme, through a frequently visited weblog on tourism destination management students present their academic coursework to a professional public interested in destination management issues, and receive feedback from colleagues and global professionals in the field.

All lecturers participating in the programme bring longstanding and diverse international experience

and have intensively been involved in tourism studies at undergraduate and postgraduate level. TDM staff represents a subtle balance between academics and tourism professionals, as well as a right mix of permanent staff with visiting staff and guest lecturers. Some work outside the Netherlands, either in tourism or other consultancy of destination related practices.

All students feel they participate in an unique programme, due to (as they say themselves): "a fantastic combination of relevant applied theory and international practice." Especially the fact that students have the opportunity to get practical experience during three months they stay abroad is magnificent; it plays an important role in the choice of this programme.

Also the assessment committee thinks this combination is magnificent. The fact that there is a three-month fieldwork trip makes this programme unique in the world. There is no similar master programme with this combination of theory and practice.

Contents

Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **satisfactory**. Students reach all final qualifications when they graduate. Yet, due to the large number of qualifications it is quite difficult to spread them over the programme in a balanced manner.

In order to achieve a consistent programme, the TDM curriculum is organized in three phases, which ensure a gradual interaction between theory and practice. This cross-over achieves a higher level of complexity throughout the course.

During the first phase of 16 weeks, in Breda, students are enabled to get familiar with the domain of development and management of tourism destinations, both academically and professionally. Students will acquire knowledge, insights and skills that enable them to effectively and efficiently

analyse actual developments in tourism destinations and the potential issues related to future development strategies. The student will also be able to analyse the global tourism financial and market context and come forward with solutions to issues related to tourism development, taking into account cultural dimensions and complexity at destination level. Students do both individual and group assignments.

Besides an introduction into academic disciplines relevant to the topic of destination management, students are prepared for the second and third phase of the course, in which consultancy and advisory skills and competencies are needed and assessed in an intercultural contextual setting.

The first phase is quite challenging for students who do not have any tourism background; in a short period of time they have to learn a lot. However, one of the alumni without tourism background told the assessment committee she had no problems: the level of the programme was adequate and despite a lack of tourism experience she understood the theory perfectly. Another interesting fact is that students who come from different educational systems all have to develop academic skills at the right level within a year.

Phase 2 is the field research phase, during which students will put into practice their knowledge and insights, while located in diverse international tourism destination stakeholder settings. Although annually the destinations differ, the field research always takes place in the Asian Pacific region, due to low cost. The second reason is that the tourism industry in the area is quite dynamic: developments of other parts of the world take place here as well. Finally the Academy for Tourism appears to have many connections in this region, which simplifies the organisation of the field research trip.

The third phase is the final dissertation phase. Students bring together theory and practice in an individual academic research exercise, and relate

professional insights to academic theory and production of knowledge. Extended information about the three phases can be found in the next paragraph Structure/standard 4.

The content of the programme changes annually, so there will always be a focus on contemporary issues. Lists and articles used for the study units are reviewed and annually updated too.

Structure

Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

‘This process of creating cross-cultural understanding, combined with creating a professional attitude and enhancing skills towards solving problems, is a deepening and enriching experience.’

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **excellent**. The structure of the programme, with its three phases, is well done. Phase 2 offers a unique learning experience due to the combination of theory and practice in a complex situation. Hard and soft skills are well

integrated. Personal circumstances are part of the programme’s dynamics in the international classroom concept.

In the TDM programme, students are encouraged to excel in both academic and professional practice by enabling them to:

- Understand different perspectives (inter-cultural or multidisciplinary, stakeholder or customer);
- Reflect on their personal frame of reference and develop personal values;
- Innovate and create, with an ability to question existing frameworks;
- Address problems systematically based on knowledge (evidence-based) and with an analysis of issues in their context;
- Work in an action-oriented and reflective manner, through structured search processes.

The focus of the TDM programme on local destination practices, contexts and stakeholder involvement results in a need to include local, insider

perspectives in education and research. Simply phrased: in another (tourism) environment than your own, you first need to understand the local stakeholders and their perspectives.

Within the didactical philosophy, in the first phase a start will be made with enhancing students' capacities in cross cultural research skills. They should be sensitive to the concept of changing perspectives, which is seen as a core element in the implementation of the international classroom. "The International Classroom of tourism studies is a symbolical space in which a rich, complex and local, international practice to be explored, enunciates new and promising areas in tourism education and research." Due to the mix of international students, as well as lecturers, it is possible to use the dynamics of the interaction between all participants. A crucial point of attention in the programme is to deliberately break through the dominant, often stereotypical evidences of everyday life. This is done by changing perspectives all the time in discussions and through critical self-reflection on assignments, research and papers. To some, differences are frustrating but in the International Classroom Approach, differences are seen as crucial input for learning. Differences in background bring the local perspectives into the classroom in Breda, from the moment the TDM programme starts.

Also in phase 1, students are stimulated to apply theoretical frameworks from several disciplines to tourism destination settings, and create a critical and autonomous opinion on the complexity of tourism development in geographical areas.

The locations of the three destinations that will be visited during phase two of the course are communicated to students during the first phase. Teams of students that will cooperate during the second phase are composed during phase one. This enables groups and individual students to start preparing in the sense that they are expected to collect secondary data on the three destinations.

During the second phase of the Master programme, education is linked to research, while at the same time theory is directly connected to professional practice. This provides a unique and intense learning process and enables students to really operate in the tourism destination practice. During this phase

students have to organise their way of cooperation. Coming from different backgrounds and nationalities, they have a different view on individual professional performance and teamwork. In line with the International Classroom concept, considerable attention is given to the process of helping students to reflect on their own role in professional teams, as well as the strengths of enabling individual contributions to professional group processes. This process of creating cross-cultural understanding, combined with creating a professional attitude and enhancing skills towards solving problems, is (according to students and alumni) one of the strongest attributes of the programme and is a deepening and enriching experience during the second phase.

Incoming students

Standard 5: The curriculum ties in with the qualifications of the incoming students.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**. The international classroom made the variety in backgrounds of incoming students one of the strengths of the programme. The admission procedures are fine and the selection of students is strict in order to have full advantage of the international classroom concept.

Enrolment requirements are published for prospective students on the NHTV website as well as in TDM brochures. Minimum requirements for admission entail a Bachelor degree in Business Administration, preferably in tourism, leisure management, hotel management, economics, commerce, general management or business finance. Applicants with a BBA degree are directly admissible, provided that they have knowledge of both tourism planning and development, as well as knowledge of cross cultural studies, both at bachelor's level. Further required are academic study and research skills, also at bachelor's level.

Applicants to TDM are required to submit their CV and a motivation letter. After these are received, each candidate is interviewed by the course coordinator to assess experience, level of English,

background and motivation. In all circumstances, a personal interview is part of the selection procedure.

Over 5 years more than 30 different nationalities have enrolled at TDM. It was expected that TDM would attract mostly students that directly continue after their Bachelor's degree, but practice has shown that it appeals more to bachelors with two to five years working experience who have decided to specialize in tourism destination management.

For core areas and fields of expertise relevant to the course, TDM offers a service to enrolling students through self-study packages. In this way, prospective students who are interested in upgrading their skills are facilitated with these courses. They can finalize them before starting the master course. Most packages have been sent to prospective students with deficiencies in research techniques and tourism planning and development. With these packages students can improve in certain areas, so they are better prepared at the beginning of the course. They receive feedback on their assignment when they arrive at the start of the course.

When looking at students who are in the programme it is obvious that their backgrounds differ. 17 nationalities are represented. Most of the students (about 60%) have a bachelor's degree or working experience in the tourist industry. Some students have a more business orientated background and want to deepen their knowledge about tourism. 15% of the students have Dutch nationality. The average age of the students has increased over the years: from 22 to 26 years.

Due to the extensive selection procedure next to none of the students have dropped out of the programme. In recent years only two students left the programme prematurely. Students are very motivated to graduate once they have started the programme.

Feasibility

Standard 6: The curriculum is feasible.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**. The programme is difficult, students must study full time

to keep up with the pace. Due to intensive coaching the dropout rate is low. For students with disabilities, there is a special policy.

The first phase is awarded with 24 EC, spread out over a 16 weeks period. The second phase takes 13 weeks and is awarded with 20 EC. The third phase takes another 16 weeks and is awarded 24 EC. The study load is regularly spread over the whole year. Students have two options to graduate and hand in their final thesis: 12 months after the starting date or 15 months after the starting date (enabling students to take some holiday and combine the thesis writing with other activities like employment).

All study units are organised in such a way to avoid peaks in study load. Staff is flexible when it comes to handing in portfolios or individual written and oral exams. This enables students to plan their workload; collective handing in of assignments is avoided as far as possible. The exam regulations of TDM regulate the study load of the whole course as well as the individual units. In annual student handbooks, detailed lesson plans are included per study unit, as well as indications of study load per unit.

Study information and study counselling are provided to enhance the feasibility (described in the paragraph about Tutoring and student information/standard 12). In order to enhance efficient study routes, the Academy for Tourism determined two constraints. The first constraint applies to the second phase. Students may only move to the second phase once they have passed 18 EC in the first phase. The second constraint to promote efficiency relates to the dissertation phase. It states that students are only entitled to start with their dissertation once they have passed all the other components of the master programme in a satisfactory way.

Within the course there is a policy for monitoring students that are confronted with delays. Through regular counselling and in close cooperation with lecturing staff, their progress is assessed, and if required, coaching is provided to meet course outcomes.

For individual students with disabilities there is a specific, tailor made policy. For these students there are special trainings in study methods.

Scope and duration

Standard 7: The programme meets statutory requirements regarding the scope and duration of the curriculum.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **satisfactory**.

TDM is a 1-year, full time master course with a total of 68 EC. According to the statutory requirements the programme should include at least 60 EC. Therefore the programme meets the statutory requirements.

Staff

The assessment committee has met an enthusiastic team of lecturers. Their aim is to coach and guide the students in a personal way. The student-lecturer ratio is in balance to reach that goal. The staff policy of NHTV has a strong focus on the professional and academic development of the lecturers. The policy is executed well, it will lead to an increasing number of master degrees and PhDs among the lecturers. The quality of the lecturers is excellent. The staff has strong relations to the (international) professional domain, also due to the variety of (international) backgrounds of the lecturers. They show a strong dedication to the programme and the students.

Staff policy

Standard 8: The programme has an effective staff policy in place.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**. There is a firm staff policy within NHTV. This policy involves a large investment in the professional development of the staff, which will lead to an increasing amount of master degrees and PhDs among the staff. The fact that there are always two lecturers responsible for a study unit ensures continuity, which is of great importance in a relatively small team of lecturers.

NHTV human resource management policy is based on the policy paper “Strategisch HRM-beleid NHTV” that focuses on a multi-annual strategy that is in line with the general NHTV strategic plan. Within this general policy, individual academies have the option for defining specific indicators for quality assessment and performance of staff.

NHTV aspires that teaching staff for Master courses like TDM is graduated at PhD level. There also is a special policy for hiring staff with an international background.

In order to maintain its position as a leader in the Higher Tourism Education in the Netherlands, the Academy for Tourism has a policy for staff learning and professionalization, as well as hiring more academic and professional staff. The academy also supports and facilitates academic research and consultancy through partnering in projects and research assignments. A number of Associate Professors have been appointed and staff is facilitated to perform in academic research.

At the operational level, the staff policy of the AfT includes annual performance and feedback interviews with all staff levels, and when staff moves from temporary into permanent lecturing positions. Interviews and staff incentive schemes are based on clear and verifiable indicators, including evaluation from students and colleagues.

All study units are monitored by at least two lecturers; first to improve knowledge management, second to ensure continuity in case a lecturer should no longer be available (due to illness or new career opportunities).

Staff is qualified

Standard 9: The staff is qualified for the realisation of the curriculum in terms of content, educational expertise and organisation.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **excellent**. As part of a very internationally orientated programme the lecturers of NHTV and guest lecturers have different international backgrounds. Guest lecturers are both from the academic field and the professional field. The staff is enthusiastic, there is a cohesive team. The commitment of the lecturers to the programme and the students is impressive. All lecturers also have a strong relation to the domain.

TDM is delivered through a combination of NHTV fixed staff with invited guest lecturers. Lecturers come from various countries and a strong point of the team is that there is a clear balance between professionals from the tourism management and

consultancy field, combined with academically oriented staff. All of them are participating in research through professorships and their research is related directly to their education activities.

All of the 16 lecturing and supervising staff members are graduated at Masters level; 3 Associate Professors are involved, 5 lecturers are graduated at PhD level and 2 are PhD candidates. One third of staff is non-Dutch, about 75% has published academic articles during the last five years and 50% has participated in research or consultancy projects related to tourism management or destination development. Most guest lecturers are recognized researchers or Academics at PhD level, from international universities or tourism professionals with at least a Master degree.

The Aft annually offers training to its staff in assessment techniques in close collaboration with the Department of human resources through its School for Creative Education. New academic staff is facilitated in following specialisation courses in didactical skills.

At this moment, three of the lecturers are facilitating a PhD research and within the framework of the research group in tourism destination management, three lecturers are facilitated to participate in external research and advisory assignments.

According to the assessment committee the team of lecturers is coherent and enthusiastic. With this team they coach a group of 30 students. This is a maximum, to give the students sufficient personal attention and monitor the coherence between practice and theory at the same time. Lecturers are

inspired by the personal and professional development of the students during the course.

‘Lecturers are inspired by the personal and professional development of the students during the course. Especially this combination of professional and academic expertise is valued positively’

Students value the professionalism of lecturers and their relationship to the professional domain of tourism destination management. Especially the combination of professional and academic expertise is valued positively. Lecturers are easily accessible.

Size of staff

Standard 10: The size of the staff is sufficient for the realisation of the curriculum.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**. With the total number of students set on 30, the size of the team of lecturers is good as it is in order to keep to quality of coaching up to their own (high) standards.

Within the Aft there is a total number of 7 professorships. TDM is especially linked to and collaborating with the three professorships of Sustainable Transport and Tourism, Cross Cultural Understanding and Tourism Destination Management. All Associate Professors participate as lecturer or guest lecturer in the course. 75% of the regular TDM staff participates as a researcher in one of the three professorships mentioned before.

In order to preserve quality in teaching, direct teaching hours are related on small groups. Lecturer-student ratio is 1 to 15 and staff-student ratio is 1 to 8.

Services and facilities

The assessment committee is content with the general services and facilities. The accommodation for foreign students as well as use of up to date software are issues that can be improved. Due to the dedication of the staff, the tutoring is good. Because of the tutoring, with a lot of personal attention for each of the students, the dropout rate is low.

Accommodation and infrastructure

Standard 11: The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **satisfactory**. According to the assessment committee in general the facilities are sufficient. The fact that an outdated Microsoft Office is used and the availability of room for group work and accommodation for foreign students need special attention.

TDM is organised in three phases. Lectures and other activities in Breda are organized in the main location of NHTV at Mgr. Hopmansstraat. Academic facilities include fully equipped lecture rooms, full wireless internet access, catering, a library as well as silent study room facilities. All students are provided with access to the digital databases and academic resources available at the Mediatheek, which is one of the most modern and extensive academic libraries specialized in tourism in the Netherlands.

NHTV International Office supports foreign students with their applications for residence permits and registration procedures at Breda municipality. Furthermore, International Office provides support during the first weeks after students' arrival, through introducing them to companies offering rooms for rent.

Feedback from students indicates that students are satisfied with facilities offered especially during the first phase. During the second phase and third phase they do not require major assistance and NHTV support.

A point of concern that remains to be addressed is the effectiveness of the support NHTV could

facilitate in finding appropriate housing for foreign students, especially since 80% of TDM students are non-Dutch, requiring housing for temporary periods of time, which complicates the search. This issue is strategically discussed between all institutes of higher education in Breda in order to find permanent solutions.

Tutoring and student information

Standard 12: Tutoring and student information provision bolster students' progress and tie in with the needs of students.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**. Student information is adequate. Due to the dedicated staff, coaching and tutoring of the students is good.

All students enrolling the programme are connected before the start of the academic year, to enable them to share experiences in preparing.

At the start of the academic year, all new candidates receive a one-week introduction programme during which they are familiarized with the NHTV facilities and building, services and online and offline communication channels. At the same time social activities are organized together with all NHTV Master programmes, to enable students to get to know their new living and study environment.

When the course starts, communication with the students is facilitated through email and announcement boards in the NHTV building, as well as the use of N@tschool, the electronic learning environment.

The coaching process continues during the first phase, leading to the division of groups that will cooperate during three months in the second phase.

In individual study units evaluation forms, students indicate that staff is evaluated as accessible.

While considering the post graduation period, students indicate that NHTV could be of more support in job search, CV writing as well as linking and professional networking. In response to this

request, a more pro-active linking strategy has been implemented, starting with a LinkedIn group for alumni where information can be shared and job offerings can be posted.

Quality assurance

The assessment committee has seen that the quality care system of NHTV is thorough. Evaluations take place structurally. The evaluations lead to implementation of improvement measures. All stakeholders are involved in the evaluation system. Formally, there is an Advisory Board with representatives from the professional field. The assessment committee doubts whether the way it is currently organized, offers fully benefit to the TDM team.

Evaluation of the programme

Standard 13: The programme is evaluated on a regular basis, partly on the basis of assessable targets.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**. The assessment committee has the conviction that the system of quality care is adequate. It is executed thoroughly, structurally and periodically.

NHTV uses standards and systems enabling a systematic and continuous quality improvement process. This system follows the PDCA cycle, that targets (Plan), executes (Do), tests whether plans are realized (Check) and, if necessary prepares corrective actions (Act).

At institutional level, responsibility for quality assurance lies with the Board of Governors. At the level of Academy this responsibility lies with the Director of the Academy and the management team. Control functions on quality assurance within NHTV are organized at the level of the unit called 'Beleidsondersteuning, onderwijs en onderzoek'.

To assess quality of education, strategic policies approved by NHTV Board of Governors are guiding, next to multi-annual and annual plans prepared at Academy level. The strategic plan 2009-2012 is guiding annual budgets and management agreements between the Board of Governors and each of the Academy Directors.

For each of the course programmes at the Aft, including TDM, the coordinator annually derives objectives and associated activities from the strategy of Aft, as aligned with NHTV corporate strategy. Next to this, input for annual planning is received from annual meetings with staff implementing the

programme phases. Subsequent implementation and monitoring are the responsibility of the programme coordinator, who analyzes levels of accomplishment and proposes actions for improvement. The TDM programme coordinator is also responsible for implementation of annual plans and budget control.

At the level of the TDM, annual staff meetings are organized. Each of three phases of the programme are reviewed by the lecturers participating in this phase, and suggestions for improvement are included for the following academic cycle. For this, student evaluations and comments from professionals that participated in the course (such as guest lecturers, external commissioners, stake-holders in the second phase of the programme) are used.

Each staff member is assessed annually through one performance and one assessment interview, to be held with one of the members of the Management team of the Aft. Besides this, all study units are evaluated by students annually, including questions on individual staff quality of teaching and communication.

Measures for improvement

Standard 14: The outcomes of these evaluations constitute the basis for demonstrable measures for improvement that contribute to the realisation of the targets.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**. The management and lecturers of the programme have the ambition to continuously improve the programme. Therefore, actions are taken to improve the programme on an annual basis.

The number of fixed staff that is involved in the programme is small. The number of students is relatively small as well. Therefore the accessibility of lecturers is quite good for students. That implies that in an informal manner lecturers receive information about aspects of the programme that need improvement. According to the assessment, the staff is capable of and willing to implement measures for improvement rapidly. Because each of the phases is relatively short (three or four months) this is necessary in order to let students benefit from the implemented measures of improvement.

Through regular communication between management team of the Aft, course management and staff, issues concerning quality have been solved.

Any changes, corrective actions or modifications, are monitored by the Programme Coordinator, and included in new student handbooks that are prepared and updated annually.

Active involvement of stakeholders

Standard 15: Programme committees, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme's internal quality assurance.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **satisfactory**. All stakeholders are involved in regular evaluations.

Several sources of information are used to monitor and evaluate implementation of TDM in the PDCA cycle:

- All study units are evaluated in writing, on the achievements of goals (desired competencies and intended learning outcomes), professional orientation, and quality of staff, facilities, management, communication and information;
- Feedback from alumni is received through external surveys;
- Discussions with external commissioners on the final exams.

The TDM programme is part of the Academy for Tourism. This academy has an extensive internationally oriented network, with both professionals from the field and people with an academic background. There also is an Advisory Board, which is composed of professionals and academics in tourism. Most of them work in Asia at high executive level. Meetings with Advisory Board members usually take place during the second phase of the programme while TDM staff is travelling to Asia, and can interact personally with the Advisory Board member, most of the time individually, sometimes as a group. Next to this, individual meetings take place in Breda, when members visit NHTV for guest lecturers or other meetings.

The assessment committee experienced that the disadvantage of this method is that the members of the Advisory Board lack an overview of the entire programme. The assessment committee believes that the programme can take more advantage of the individual knowledge and experience of the members of this Board if this issue was paid attention to.

Assessment and achieved learning outcomes

The assessment committee has seen that the programme has an assessment system. The balance between group assessment and individual assessment has changed in favour of individual assessment. With regard to transparency there is room for improvement. Although the assessors use an evaluation form when grading the theses, this form (including written feedback) is not available for students. The theses represent Masters level. Grading is realistic and the research skills clearly transcend bachelor level. The subjects of the theses are relevant and up to date.

Assessment

Standard 16, part 1: The programme has an adequate assessment system in place.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this part of the standard as **satisfactory**. The balance between group assessment and individual assessment has changed in favour of individual assessment. With regard to transparency there is room for improvement. Although the assessors use an evaluation form when grading the theses, this form (including written feedback) is not available for students.

Validity and reliability

In the context of the law 'Strengthening Governance' (Versterking Besturing), NHTV Board of Governors decided in 2010 to design and implement a new institutional assessment policy. Core strategies of NHTV (excellence, academic knowledge and internationalisation) have been reviewed and new criteria were defined to assess and monitor quality of education and research. Further, NHTV has defined a corporate strategy and policy that touches many areas of policy implementation, including exam regulations, marketing systems, feedback to students and re-examination procedures.

At the level of the Aft processes and procedures have been streamlined in order to align them with the NHTV corporate policies. A central exam committee was established as per June 2011 and the Academy Exam and Course regulation body is now responsible for defining the level of and terms of students. This directly relates to the quality assessment criteria, where the exam board

(consisting of members of each programme) assesses the criteria and ensures that quality standards are achieved. The assessment policies are reflected at Academy level and established for a period of three years. This policy, which is available in both English and Dutch, reflects procedures on assessment, qualifications and feedback.

For each Bachelor and Master course, including TDM, an assessment and exam plan is implemented and updated annually. This detailed plan defines types of exams and assessments, moments and qualifications for re-examination as well as criteria for passing. TDM assessment policy is described in an education and exam regulation that is registered by the Board of Directors of NHTV. Assessment is individual and there is an obligation to use diverse assessment methods during the course.

Involved in the organization, control and revision of TDM assessment are:

- TDM course management: responsible for organization and registration of exams and procedures;
- Team of lecturing staff: responsible for the design and control and revision of the different interim examinations;
- TDM exam board: establishment of the final graduation of students.

The ultimate responsibility for the monitoring of course assessment systems and practice lies with the management team of the Aft. Through quarterly meetings at management level, results of this monitoring are communicated with the TDM course coordinator. Assessment practice is monitored through student evaluations per study unit, annual review of student handbooks and assessment

procedures in the study units and through review of exams and assessment practice in the three course phases.

Transparent

Student feedback has been consistently positive on the course content as well as the applied methodologies. Students are less positive about communication on schedules and exams, as well as the feedback provided on realized assessments. Some students comment on the method of assessment of the second phase, since this group assessment (in their opinion) does not allow much space for individual performance. As a result of the students' opinion, the second phase assessment mechanism now include option for providing bonus and malus marks to individual students. When a group of students indicates that one of its group members contributed to the final result less or more than the other group members one extra credit will be subtracted or rewarded. None the less, even when the group process fails, it can be a very important learning experience for the students.

Last year students indicated that the number of group assessments was too much compared to individual assessments. That is why the number of individual assessments has increased this year. The form of testing varies from writing essays to oral exams, presentations and multiple choice assessments.

As the assessment criteria are written in the course outline, students know what and how they will be assessed. If students failed a test, they can see their work or speak to the lecturer to receive feedback on their work. For the thesis however, criteria for final grading are not communicated clearly to students. There are three assessors, independently grading the thesis using an evaluation form with several assessment criteria. This form is not available for the students. The students only a receive a brief oral explanation of the final grade. According to the assessment committee the completed evaluation forms should be available for the students as well.

Achieved learning outcomes

Standard 16, part 2: The programme demonstrates that the intended learning outcomes are achieved.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this part of the standard as **satisfactory**. The theses represent Masters level. Grading is realistic and the research skills clearly transcend bachelor level. The subjects of the theses are relevant and up to date.

Overall graduates are very positive about the programme and the achieved learning outcomes. The majority of students (95%) is satisfied with the TDM programme. For graduates, the international exposure during the programme and the applied research character stand out.

Alumni feel that they have been enabled to enter the world of tourism with improved academic and professional knowledge and skills. Their theoretical knowledge and research skills have added great value to their professional profile. Many of the graduates look for a job in The Netherlands with a component of international exposure. Considering the fact that many TDM graduates are from abroad, working in the Netherlands is already an international position. Graduates increasingly also work in international positions outside of the Netherlands. This is partly due to the fact that these students had an international network in place: either in their country of origin, or through previous positions.

Lecturers but increasingly also alumni are engaged in academic research in the tourism destination domains. Some alumni are converting their dissertation into academic publications to be offered and published in journals. Some graduates of the course have been offered PhD positions in international Universities.

Through regular conversations with professionals, the advisory council members as well as an employer's survey, feedback was received on the relationship between the TDM course and the

current demands from the tourism sector. External commissioners indicated that the quality of the final dissertations is of good level and in some cases exceptional level. Also, they indicate that the dissertation topics are most relevant to the labour market and professional tourism sector. Overall, students are capable to achieve the required master level as well as professional skills and knowledge to operate in the field of tourism destination management. They achieve a level of critical thinking on destinations' complexities and achieve the qualifications to operate in these environments at high professional level.

Alumni indicated that they would expect NHTV to support them more at the start of their professional career, as some difficulties in the job search were mentioned. These problems vary, from not knowing how to use the NHTV network of contacts to not knowing how to find a job in another country and not knowing how to explain to others what the graduates learned during the programme. As said before in response to this request, a more pro-active linking strategy has been implemented, starting with a LinkedIn group for alumni where information can be shared and job offerings can be posted.

Based on the first four years of TDM, 75% of the graduates have found a job in the tourism sector. There are clear indications that after three to four years, graduates are capable of entering management positions or research assignments.

Students have the capabilities to work in other sectors than the tourism industry. When you focus

on Destination Management rather than strictly "Tourism", you will see that students develop analyzing and communication skills. They learn to work with people who have different backgrounds and know the complexity that comes with working in cross-cultural settings. These qualities are relevant in many industries. Just like the inbound students have different reasons to do this programme, they have different goals after graduation: some students are interested in working in the tourist industry, whether or not in their own country. Other students have a business orientated background and want to deepen their knowledge about the tourism industry. The fact that students have many different career opportunities becomes clear by looking at the positions of graduates in the professional field. They work for airlines, travel agencies, consultancy firms, in marketing and/or communication positions, at the Chamber of Commerce and even at real estate companies.

After reading many of the theses, the general impression according to the assessment committee is that the level is adequate. Grading is realistic and the research skills clearly transcend bachelor level. The subjects of the theses are relevant and up to date.

Almost all of the students who apply for the programme, will graduate (most of them after 15 months). The fact that the group of students is small and the subsequent intensive coaching leads to a graduation rate of almost 100%.

Distinctive quality feature: internationalisation

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the distinctive quality feature 'internationalisation' as **good**. According to the assessment committee, in a tourism programme internationalisation can never be unique, given the international orientation of the field. None the less, this programme is unique, particularly because of the three-months field project which takes places at three destinations in the Asian Pacific region. No other master programme in the world offers this. The combination of the international classroom and the field project offer the students a strong learning experience. In order to have full benefit from the international classroom concept the admission policy is strict.

The distinctiveness also shows itself in the international background of staff and guest lecturers. The accommodation for foreign students should have full focus as it seems difficult for them to find proper housing.

Vision on internationalisation (standard 1)

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

Criterion 1a: Shared vision

The programme has a vision on internationalisation. This vision is supported by stakeholders within and outside the programme.

The assessment committee qualifies this criterion as **good**.

NHTV's overall objective for 2013 is to be an international institution in the first place, and a Dutch institution in the second place. This affects the heart of NHTV and as such, internationalisation is a central force in shaping organizational processes and activities. From this overarching objective, in 2010 the Board of Governors together with the Academy Directors have formulated a set of specific internationalization objectives:

1. Deepening and intensifying the international forms of collaboration with the education sector as well as industry;
2. Increasing the quality of the educational offerings, facilities, study environment, and study intake.

The tourism domain of course provides fertile ground for the strategic priority of internationalisation. TDM has explicitly translated the NHTV policy in several ways. In the design and implementation of the programme, annual and continuous feedback from stakeholders in the

domain of international tourism destinations is sustained.

TDM maintains an active and up-to-date network of international academic relations and partnerships. Existing links with partner institutions abroad are strengthened and staff exchange is embedded in the staff appraisal and development cycle. In order to satisfy demand for international diploma mobility, expanding exchange possibilities with existing partners as well as creating places by establishing new partnerships is essential. In 2010 a set of core criteria has been identified to enable a comprehensive assessment of the added value of a partnership.

In accordance with the NHTV objective to be an international centre of knowledge and expertise, the Academy of Tourism will seek cooperation with a select number of international strategic partners to initiate joint research activities.

Regarding the lecturers, the aim is to increase the number of lecturers involved as well as to intensify the contribution to international knowledge exchange.

In addition to growth of inbound credit mobility (incoming exchange), TDM aims to increase inbound diploma mobility. Special attention is given to countries from Asia Pacific countries, like Vietnam, Bhutan, Taiwan, India and Laos. Furthermore, recruitment is actively pursued in South East Asia, for example in Indonesia and Russia.

The responsibility for internationalisation is structurally embedded at all organizational levels within NHTV.

According to the TDM management team internationalisation is important to the programme because the world is the professional field for the future graduates. Some students want to be involved in destination management, but have no idea yet in what part of the world they want to work. Other students already picked their part of the world, because it's their country or region of origin or they developed an interest for a certain area they visited before and now have the ambition to get to know that area very well.

Criterion 1b: Verifiable objectives

The vision on internationalisation includes verifiable objectives

The assessment committee qualifies this criterion as **good**.

The Board of Governors and the management team of TDM have established performance indicators for monitoring internationalisation strategies, in consultation with supporting services as International Office and Marketing & Communications. These objectives have been detailed out into four main categories: Education, Knowledge Development, Research and Operational Management. The performance indicators were approved by the Academy for Tourism representative council. The performance indicators identified have been given concrete form in an action plan, complete with methods and procedures as to how the strategic objectives should be accomplished. The assessment panel received the performance indicators for the Academy for Tourism and found them to be quite specific.

Criterion 1c: Improvement-oriented evaluations

The vision on internationalisation is evaluated periodically and this evaluation forms the basis for improvement measures.

The assessment committee qualifies this criterion as **satisfactory**.

The vision and its translation into the TDM course is evaluated at several levels. First, at the institutional level the director for internationalisation, supported

by the policy officer, is dedicated to delivering strategic advice on internationalisation to NHTV's Board of Governors. Monitoring external developments is combined with offering support to the academies in operationalizing NHTV's strategic objectives.

Second, at the level of the AfT internationalisation is an explicit part of the portfolio of one of the management team members. The coordinator of internationalisation offers the management team tactical and operational assistance.

Third, at the level of the programme the internationalisation strategy is reviewed annually through meetings with course management, lecturing and coaching staff. These meetings address several issues, like the targeted diversity in terms of incoming mobility to guarantee the international classroom dynamic, analysis of international research and advisory projects, and reviewing and updating the international market linkages with the tourism destination sector, especially those related to the field research project in phase 2.

In terms of benchmarking results at the level of NHTV, in 2008, a survey was held among international students about the international character of NHTV. This was done as part of the reassessment of the strategic goals regarding internationalisation and is reflected in the strategic plan 2009-2012. In November 2009, a framework for Action Plans was set up to strengthen the incorporation of internationalisation in Academy policies.

In 2011, the strategic policy officers for internationalisation presented a progress report. An analysis was made to what extent the action plans were implemented. In November 2011 the international student survey will be repeated.

At the level of NHTV and the AfT, internal and external benchmarks are used to monitor internationalisation. One of the instruments used was made available by Nuffic. This instrument measures four different aspects of internationalisation at programme level. The results are categorized in five different phases of internationalisation.

Internally the coordinators of all programmes including TDM completed the survey. The results

show that the English taught programmes at the Aft are close to or have reached the highest level of internationalisation for nearly all aspects. Overall the programmes are in a leading position, both internally as well as externally. The results also indicate that additional focus on the aspects 'outgoing lecturers' and 'international research policy' is required. These aspects and corresponding activities are addressed within the Academy's internationalisation action plan.

Learning outcomes (standard 2)

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard is **good**.

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its vision on internationalisation.

The assessment committee qualifies this criterion as **excellent**.

For TDM, in 2006 an international curriculum was established on the basis of a benchmark and a market analysis on trends in tourism destination management. In terms of internationalisation the key learning outcome is to develop students into responsible professionals capable of operating within a complex and cross-cultural global knowledge and work environment. The basis of the curriculum is the overview of 40 final qualifications, which are divided in three categories: knowledge and insight, skills and attitude. No less than 23 of these 40 qualifications are explicitly linked to internationalisation.

The concept of the International Classroom is shaped throughout the intended learning outcomes. In the philosophy of TDM, a true professional is sensitive to an analysis and gradually understands the complex international environments in which tourism destinations operate and develop. In order to stimulate these skills and to enable students to develop a professional and proactive attitude in this international working environment, the curriculum is built into three phases, in which the interaction between theory and international practice in

tourism destinations gradually increases and is incorporated in the assessment of results.

Intended learning outcomes of all study units in the first phase as well as the teaching and assessing in the second phase, zoom into the international dimension in which destination management takes place.

Criterion 2b: Student assessment

The methods that are used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

The assessment committee qualifies this criterion as **good**.

The competencies are assessed regularly, not only because complexity increases but also to provide the possibility to monitor the student's development. As a large part of the competencies has an international focus, the development of the students in relation to internationalisation is also assessed and monitored.

The study units of phase 1 are assessed through different kinds of assessments (oral exams, writing an essay, multiple choice assessments).

During the second phase students visit three destinations in three months time. After each month the students' professional development is assessed. By doing this at the end of each of the three months, the students' development can be monitored. People from the local professional field are involved in these assessments. The last assessment is writing the thesis in the third and last phase. In this way the ability of the student to integrate theory and practice is assessed, as well as applying academic skills, all with regard to an (international) tourism destination topic.

The combination of assessing professional skills in the second phase and assessing academic skills in the final phase is a strength of the programme.

Criterion 2c: Graduate achievement

The programme can demonstrate that the intended international and intercultural learning outcomes are achieved by its graduates.

The assessment committee qualifies this criterion as **good**.

At the level of NHTV, it is relevant to relate the achievements of learning outcomes to the European Graduate Barometer (EGB). In 2010 220,000 students of 850 institutions from 24 European countries completed this annual study. The survey shows that for NHTV graduates the most important factor for choosing a university programme are its course content & structure and its international orientation. For internationalisation 94% of NHTV respondents evaluated the performance as good. In contrast, only 65% of the respondents from the Netherlands and 56% of the European respondents evaluated their institute's performance as good. 84% of the NHTV respondents agree with the proposition: 'My university course provides me with the skills necessary for the labour market' (75% from respondents from the Netherlands agree and 55% of the European respondents). 35% of the NHTV respondents agree with the proposition: 'After graduating I will leave my country to find a professional position abroad' (18% from respondents from the Netherlands agree and 27% of the European respondents). 54% of the NHTV graduates would be willing to relocate worldwide if they received an attractive job offer. 15% would relocate within Europe.

At the level of the TDM programme, to assess the connection between qualifications and output, a graduate employability research was implemented in early 2011. Alumni were asked to indicate how well they were prepared for the international labour market. Although the recent start of the programme (with first graduates in 2007), alumni indicate that the international character of the course, especially related to the field research project in phase two, is seen as one of the strongest components of the course. They relate the course to having improved their awareness of cross cultural complexities and their skills to be capable to understand these in different societies.

Teaching and learning (standard 3)

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **excellent**.

Criterion 3a: Curriculum

The content and structure of the curriculum enable the achievement of the intended international and intercultural learning outcomes.

The assessment committee qualifies this criterion as **excellent**.

The TDM programme is organized in three phases in which a cross-over between theory and practice and exposure to international and intercultural complexities achieves an increasing level throughout the course.

During the first phase in Breda, students become familiar with the domain of development and management of tourism destinations. They acquire theoretical knowledge, insights and skills that enable him/her to effectively and efficiently analyze actual development strategies. Next to an introduction into academic disciplines relevant to the topic of destination management, students prepare for the second and third phase of the Course, in which consultancy and advisory skills and competencies are needed and assessed in an intercultural setting. Teams of students from different cultural backgrounds that cooperate during the second phase are composed during phase one. Students are prepared to work in professional teams. Coming from different backgrounds and nationalities, they have different views on individual professional performance and teamwork. In line with the international classroom concept (see paragraph 3b: Teaching methods), considerable attention is given to the process of helping students to reflect on their own role in professional teams, as well as strengths of enabling individual contributions to professional group processes.

The second phase of the programme, the field research project, consists of the undertaking of research and advisory assignments on locations in three different tourism destinations in the Asia/Pacific region. For each of these destinations selected, research assignments are prepared together with local stakeholders.

The main purpose of the second phase is for students to apply theoretical frameworks into real life destination settings; students are expected to define research methodologies applicable to three destination areas, collect data, synthesize these and formulate conclusions and advice for different stakeholder groups. Students develop their personal professional capacities and skills and deploy these in complex cross cultural tourism environments.

During the second phase, education is linked to research, while theory is directly connected to international professional practice. This provides a unique and intense learning process and enables students to really operate in the tourism destination management practice. Since the identification and formulation of the main contextual issues for research is prepared with stakeholders every year, this guarantees that field research assignments relate to actuality and relevance in the destinations.

The last phase of the course consists of writing the master thesis. During the first phase in Breda, students start orientating themselves on a topic of their preference. The search process continues during the second phase when students become more experienced in applying relevant research techniques. The students take full responsibility for the writing of a proposal, but receive guidance through coaching sessions and orientation meetings.

Criterion 3b: Teaching methods

The teaching methods enable the achievement of the intended international and intercultural learning outcomes.

The assessment committee qualifies this criterion as **excellent**.

TDM uses a contextual approach to reach the deeper dimension of internationalisation. Starting point for this approach is the tacit knowledge that resides in the contexts that people carry with them in their encounters. These encounters take place in various interacting networks from all over the global village that constitutes any international but local destination. The contextual approach stimulated students and lecturers to listen to 'the otherness of The Other' in the subtle tension between 'Self and Other'. Students should be sensitive to the concept of changing perspectives, which is seen as a core

element in the implementation of the international classroom. "The International Classroom of tourism studies is a symbolical space in which a rich, complex and local, international practice to be explored, enunciates new and promising areas in tourism education and research." Within the international classroom explicating and engaging the different cultures present within this symbolical space facilitate the creation and exchange of knowledge. Students are encouraged to develop awareness of their tacit life world knowledge.

Due to the mix of international students, as well as lecturers, it is possible to use the dynamics of the interaction between all participants. A crucial point of attention in the programme is to deliberately break through the dominant, often stereotypical evidences of everyday life. This is done by changing perspectives all the time in discussions and through critical self-reflection on assignments, research and papers. To some, differences are frustrating but in the International Classroom Approach, differences are seen as crucial input for learning. Through mutually reflexive process students gradually develop cultural awareness and sensitivity. A diverse portfolio of international culture deepens the experience. Because of its international nature, this contextual awareness and understanding is an essential learning outcome for any future professional to operate in the tourism domain.

According to the assessment committee this process of creating cross cultural understanding, combined with creating a professional attitude and enhancing skills towards solving problems, is a very strong attribute of the programme. The fact that it is even deepened and enriched during the second phase of the programme makes it a unique concept.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

The assessment committee qualifies this criterion as **excellent**.

Progressively, internationalisation at TDM has evolved into a plurality of forms and approaches. Through courses students acquire knowledge of relevant international subject matter.

The aim of the programme is to educate people so they can work on tourism destinations. According to the programme management, the only way to learn that well, is to go to a destination, develop research questions and execute the research at that particular place. That's why the second phase was designed the way it still is nowadays. Destinations and perspectives which will be explored by the students are changed annually. In the end the student will be capable of working in a variety of situations, with all kinds of different perspectives.

At home, in lectures and workshops, students are exposed to the influences and effects of a globalizing environment. Through projects, excursions and especially the field project, students experience what it means to operate in an international context. Study materials such as books, articles and case studies are drawn from a global pool of tourism resources. The learning environment also involves the contribution of foreign visiting professors and guest lecturers as well as the input from domestic lecturers with substantial international experience.

The key objective is to prepare students for a professional career in a global knowledge and work environment. Knowledge and skills are created and exchanged through meaningful interaction between students, educational staff and professionals from the tourism domain. The international classroom is at the heart of this exchange, which is encapsulated by an educational programme, which in turn is embedded in the Academy. The Academies are part of a wider NHTV community. NHTV operates within a global educational and professional environment. The global is intertwined with the local and therefore cross-cultural encounters and the process of internationalization equally take place at home.

As part of internationalisation at home, efforts are made to make students feel that they belong to a community where all students are considered to be international. After all, they have chosen an international study domain at an international institution, where they will work on their intercultural competences and international experiences. In addition to exposure to international staff and a critical mass of foreign students, a number of measures support the creation of an international atmosphere at TDM. The use of English

is strictly observed. During classroom sessions much space is reserved to link the theoretical frameworks to the individual cultural backgrounds of students.

At a more practical level, during the first phase of the programme as a standardized service to students, individual and group coaching sessions are organized. The purpose of these sessions is to enable students to reflect on their personality and cultural background, as well as recognize their strong and weak points in professional interaction to others. Through these sessions they understand the background of reactions on behavior of classmates and gradually are capable of allowing each other to develop skills and knowledge, respecting the framework of the programme where students are working together in international professional environments, as well as intercultural teams.

Staff (standard 4)

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

Criterion 4a: Staff composition

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes

The assessment committee qualifies this criterion as **good**.

When attracting new staff for internationally oriented positions, recruitment abroad is included. In case of equal suitability, preference is given to international candidates. NHTV employs 53 international employees, of which 9 are working at TDM: 33% of total staff involved at TDM.

In addition the AfT uses its extensive international network to identify and attract international staff to create relationships with visiting professors that deliver core course components on a structural basis. An overview of the international employees, visiting professors and guest lecturers involved in the HTRO programmes was presented to the assessment committee. In the academic year 2010-2011 41 visiting professors and international tourism experts were involved in the programme.

Criterion 4b: International experience and competence

Staff members have sufficient international experience, intercultural competences and language skills.

The assessment committee qualifies this criterion as **good**.

9 people are considered international TDM employees. An international employee is born outside the Netherlands and has lived abroad a minimum of ten years before his/her 20th birthday; or has an experience of at least 5 years in an international context; or has worked and lived outside the Netherlands a minimum of 5 years.

All lecturers within TDM have previous experience in working in international classroom settings with diverse nationalities and cultures, at undergraduate as well as postgraduate and professional level.

English fluency is a prerequisite to be engaged in TDM. Regularly the lecturers are involved in international tourism consultancy projects. Experience and knowledge obtained is transferred back into the educational programme. Furthermore, TDM lecturers act as guest lecturers at international partner institutes.

A number of lecturers are members of the academic tourism community. They are frequently invited to participate in international conferences. They also participate in international research projects, which have resulted in a variety of publications in academic journals and contributions to books.

Criterion 4c: Services provided to staff

The services provided to the staff (e.g. training, facilities, staff exchanges) are in line with the staff composition and facilitate international experiences, intercultural competences and language skills.

The assessment committee qualifies this criterion as **good**.

The Academy for Tourism supports staff by providing through various training programmes such as English language and cross-cultural skills. Those lecturers of the English taught programmes who did not fully meet the requirement of English fluency have been subject to Cambridge level 2 language training.

Attendance of International Trade Fairs, and participation in international congresses, seminars and workshops is facilitated financially and logistically. Information as well as ICT services are provided bilingually.

A survey among international employees has indicated that more attention must be paid to the support provided to new international employees to get acquainted and acculturate with the NHTV. To new employees a introduction to the NHTV and Academy procedures will be provided, as well as a single contact person to assist in the orientation.

Students (standard 5)

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **excellent**.

Criterion 5a: Student group composition

The composition of the student group (diversity of national and cultural backgrounds) is in line with the programme's vision on internationalization.

The assessment committee qualifies this criterion as **excellent**.

For a proper implementation of the International Classroom concept, a substantial and diverse international student population is essential. In the academic year 2011-2012 inbound diploma mobility at the TDM programme is 80% involving 29 students from 17 countries. In comparison: total inbound diploma mobility at NHTV was 11% and at universities of applied sciences in the Netherlands it was 10%.

The admission policy states that the representation of a certain nationality should be maximized to 20%, in order to have full advantage of the international classroom concept.

Phase 1 and 2 create a strong cohesiveness among the students. The contrast with phase 3 is quite big. Students write a thesis and do this at the location where they want. In many cases foreign students go back to their home country. That implies the sense of being part of a community disappears in the last

phase. Most students miss that feeling, because they experienced it to be very inspirational.

Criterion 5b: International experience

The international experience gained by students is adequate and in line with the programme's internationalisation vision.

The assessment committee qualifies this criterion as **excellent**.

International experiences are gained firstly at home by means of the international classroom concept, and the input of visiting professors, international guest lecturers and internationally experienced staff.

International mobility is most strongly included in the TDM curriculum, through an international field research project of three months, that comprises 20 EC of the total 68 of the programme.

The international experience is a great learning experience for the students. One of the alumni said: in three months' time I learned at least as much as during my four-year bachelor programme."

Students say that the programme is very international. Everybody has a different background, not only students but lecturers and guest lecturers too. The assignments also have an international orientation. Students feel that, after graduation, they will be able to work anywhere in the world. They feel they have enough possibilities during the course to develop their own network as well.

The fact that the programme focuses a lot on Asia is explicable: that region is a growth market in tourism industry. Students like it that, despite the fact that the field trip is all about Asia, the theory in phase 1 has a broader perspective. Students say the cases are up to date. Sometimes they are deduced from research that lecturers do, like the assignment about Palestine.

Criterion 5c: Services provided to students

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and in line with the composition of the student group.

The assessment committee qualifies this criterion as **satisfactory**.

As part of the Nationale Studenten Enquête 2010, NHTV asked international students to assess the international dimension of NHTV. Within NHTV the AfT was qualified with the highest overall satisfaction in terms of internationalization.

To ensure international students are well informed prior to arrival, they are provided with a wide range of information through for example the guide for international students, the acculturation Wiki and links to websites related to studying in the Netherlands.

To facilitate and strengthen inbound mobility NHTV organizes a preparatory course (half-year or one-year). This course is offered to prospects that require additional knowledge and language training for admission. Besides upgrading English language skills this course helps to acquire sufficient knowledge about the Dutch culture, ICT skills and specific domain knowledge, to enable smooth admission into the master programme.

Prior to the start of the academic year International Office and the International Student Association Compass organize an introduction especially for incoming students. During the TDM specific introduction programmes at the start of the academic year, the first steps are taken to integrate Dutch and international students. Subsequently, during the first phase of the programme in Breda, students receive a well defined set of individual coaching sessions as well as group coaching on their individual personality and its relation to the multi-dimensional and multi-cultural professional and academic environment they have to perform.

In case of social or psychological problems, TDM foreign students can seek assistance and guidance with the international student counselors, who have specific expertise to address issues resulting from the international context or entailing cross-cultural dimensions.

Activities undertaken by International Office range from information provision, assessment of foreign qualifications, assistance with visa procedures, allocation of student grants, mediation for student housing, coordinating crisis management, etc.

An internal survey in 2009 showed that on average more than 85% of the international students are (very) satisfied with the International Office, the Library (Mediatheek), Service Desk and ICT helpdesk. The elements measured were: 1) efforts made to help international students; 2) communication in English; 3) accessibility; 4) level of international orientation.

Accommodation and catering received a lesser score than the services mentioned before. Accommodation services have since been strengthened. For example the number of rooms, for which the International Office acts as a mediator, has increased to a total of 222. With this supply, the International Office is able to service approximately one third of the international students. Based on the proposed action plan 'StudentHousing@Breda' in 2014 student accommodation in Breda will have expanded to 1,000 units.

Also, a number of improvements was implemented for catering (broader and more exotic offer, hot meals, longer opening hours).

At NHTV and the Academy for Tourism communication is bilingual. To this end NHTV employs its own in-house interpreter. The Mediatheek has received a special recognition by the UN World Tourism Organization for its comprehensive international collection on Tourism and Leisure. The majority of the collection is in English.

Students can benefit from additional language training by means of the Tandem Language Learning programme. To enhance their language skills they work directly with a native speaker. In this way the student enhances his language skills and gains a deeper understanding of the culture of their future placement or exchange destination at the same time. The native speaker in turn has the chance to improve his/her level of Dutch and further integrate into Dutch society.

Students expressed to the assessment committee that housing in Breda is hard to find for TDM students. In order to be eligible for housing a student must stay in Breda at least twelve months. For their field trip, TDM students leave already after only four months. The international office assisted in finding accommodation so all students found proper housing. As students see that there is a growing demand for accommodation, they advise new students to contact international office in an early stage.

Students complained to the assessment committee about the fact that Microsoft Office 2003 is used at NHTV. This is outdated, most students use Office 2007 or 2010.

Attachments

Attachment 1 Assessment committee

This form is produced in accordance with NVAO standards.

I. Basisgegevens

<i>Administratieve gegevens opleiding(en)</i> ¹	
naam opleiding zoals in CROHO	M Tourism Destination Management
registratienummer CROHO	70067
oriëntatie en niveau opleiding	Postinitiële Master/Professional Master
graad en titel	Master in Tourism Destination Management
afstudeerrichtingen / 'tracks'	N.v.t.
onderwijsvorm(en) ²	Regulier; bijzonder kenmerk: Internationalisering
aantal studiepunten	68 EC
locatie(s)	Breda
variant(en)	Voltijd

<i>Administratieve gegevens instelling</i>	
naam instelling	NHTV internationaal hoger onderwijs Breda
status instelling (bekostigd of rechtspersoon voor hoger onderwijs)	Bekostigd
resultaat instellingstoets kwaliteitszorg	Niet aangevraagd
gegevens contactpersoon instelling	Ellen van den Broek, tel: 076-5332367
e-mailadres voor kopie aanmelding	Broek.e@nhtv.nl; info@AeQui.nl

II. Overzicht panelleden en secretaris

Naam (inclusief titulatuur)	Rol (voorzitter / lid / student-lid / secretaris)	Domeindeskundige (ja / nee)
A. Holden PhD	lid	ja
Drs R. de Luset	voorzitter	nee
B. James, BA	lid	ja
A. Moonen BSc	studentlid	nee

III Secretaris/Coördinator

A.J.van Noort MSc	Gecertificeerd okt. 2010	
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IV Korte functiebeschrijvingen panelleden

1	Andrew Holden is a Professor in Environment and Tourism and Director for the Institute for Tourism Research at the University of Bedfordshire, UK.
2	De heer De Luset heeft vele jaren ervaring als directeur en bestuurder in hoger onderwijsorganisaties en tevens jarenlange ervaring als voorzitter van visitatiecommissies.
3	Ben James is Director Aviation Marketing at Schiphol, on behalf of Brisbane International Airport (Australia).

¹ Panelleden kunnen voor meer opleidingen in een cluster worden ingezet; hiervoor 1 formulier invullen en benodigde gegevens herhalen.

² Hieronder worden bijvoorbeeld verstaan: afstandsonderwijs, werkplekgerelateerd onderwijs, flexibel onderwijs, competentiegericht onderwijs of onderwijs voor excellente studenten.

4	Mevrouw Moonen heeft in augustus 2010 haar BSc behaald in Sociale Geografie aan de Radboud Universiteit Nijmegen. Momenteel studeert ze aldaar voor haar master Sociale Geografie, die ze eind 2011 verwacht af te ronden.
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V Overzicht deskundigheden binnen panel³

Deskundigheid	De deskundigheid blijkt uit:
a. deskundigheid ten aanzien van de ontwikkelingen in het vakgebied	Prof Holden has research experience in several related fields, e.g. Sustainable tourism development, The use of tourism for poverty reduction, Climate change and tourism and Environmental ethics. Further details can be found in the resume.
b. internationale deskundigheid	Prof Holden is a lecturer at the University of Bedfordshire, UK, and has a very wide teaching experience in both UK and abroad. He participates in many international projects. Mr James is an Australian marketing manager, who now is on a secondment for two years in the Netherlands (at Schiphol). Mr De Lusenet participated in several development projects, a.o. the post-Tsunami re-development of tourism facilities in Indonesia.
c. werkvelddeskundigheid in het voor de opleiding relevante beroepenveld	Mr James works as a Director Aviation Marketing at Schiphol Airport, on behalf of Brisbane International Airport (Australia). He is responsible for development of new and existing destinations. In Brisbane Mr James did research into tourism trends and market developments in the Asia Pacific region. He researched the consequences and market opportunities for tourism destinations like Brisbane. Prof Holden is a regular consultant for several international tourist organizations.
d. ervaring met het geven en ontwikkelen van onderwijs op het desbetreffende opleidingsniveau en deskundigheid ten aanzien van de door de opleiding gehanteerde onderwijsvorm(en) ⁴	Prof Holden has a wide experience in teaching in comparable master degrees, both in professional master programmes as in academical master programmes. For further details we refer to the resume. Mr De Lusenet has experience as director in higher educational institutions and participated in numerous quality evaluations of bachelor and master programmes in the Netherlands.
e. visitatie- of auditdeskundigheid	Mr De Lusenet has chaired many evaluations.
f. studentgebonden deskundigheid	Miss Moonen studies M Social Geography at the Radboud University Nijmegen. She chaired the student union 'Mundus'.

N.B. Zowel prof Holden, Ben James en Rob de Lusenet zijn deskundig op het gebied van het bijzonder kenmerk Internationalisering.

³ N.B. De secretaris is GEEN panellid

⁴ Hieronder worden bijvoorbeeld verstaan afstandsonderwijs, werkplekgerelateerd onderwijs, flexibel onderwijs, competentiegericht onderwijs of onderwijs voor excellente studenten.

Curricula Vitae

Andrew Holden

Educational background:

Letters	(Title of) Subject Area	Awarding Body	Year of Award
PhD	Geography (Tourism)	University of Reading	1998
PGCE	Education	University of Leeds	1984
BSc (Hons)	Environmental Sciences	University of East Anglia	1981

Professional experience:

Institution	Post held	Date(s)
University of Bedfordshire (UK)	Professor of Environment and Tourism/ Director of the Institute for Tourism Research (INTOUR)	Since 2007
Buckinghamshire Chilterns University College	Professor in Tourism/Head of Research in the Faculty of Sports, Leisure and Tourism	2005 - 2007
University of Luton	Reader in Environment and Tourism	2002 - 2005
University of Luton	Principal Research Fellow in Tourism	1999 – 2002
University of North London	Senior Research Fellow in Tourism	1998 - 1999
University of North London	Senior Lecturer	1992 - 1998
Sheffield Hallam University	Senior Lecturer	1990 - 1992
Economic Studies Group, London	Consultant to tourism development projects	1988 – 1990
Bracknell College, Berkshire	Lecturer in Geography and Tourism	1984 - 1988

Teaching responsibilities:

Teaching responsibilities at University of Bedfordshire

- Post-graduate: Environment, Stewardship and Tourism
- Undergraduate: International Tourism and Development (Level 3)
- International Tourism dissertation supervision
- Tourism Management BA (Hons) dissertation supervision

Recent examining responsibilities, a.o.:

Institution	Subject	Award	Start Date	End Date
University of East London	Tourism	BA (Hons) and MSc	2009	-
University of Surrey	Tourism Management	MSc	2005	2009
University of Middlesex	Tourism	BA (Hons)	2005	2009

Research Interests:

- Sustainable tourism development
- The use of tourism for poverty reduction
- Climate change and tourism
- Environmental ethics

Professional Memberships : Fellow of the Royal Geographical Society

Publications:

Holden A (2008): *Environment and Tourism (2nd edition)*, Routledge, London, pp225

Holden A (2005): *Tourism Studies and the Social Sciences*, Routledge, Abingdon, pp228

Holden A. (2000): *Environment and Tourism*, Routledge, London

Holden A, Burns P (1995): *Tourism: A new perspective*, Prentice Hall, Hemel Hempstead, pp239

Recent articles (* Denotes full referred journal article):

Holden, A. (2010) Turismo y países en desarrollo: ¿una oportunidad perdida?, in Fayos-Sola, E. and Jafari, J. (eds) *Cambio Climático y Turismo: Realidad y Ficción*, University of Valencia and UNWTO, Madrid, pp. 173-175

* (2010) Living in isolation? Can an endogenous model of Sustainable Tourism Development survive exogenous forces? The case of the Annapurna Conservation Area, Nepal (Submitted to *Annals of Tourism Research*)

* (2009) The Environment-Tourism Nexus: Influence of Market Ethics, *Annals of Tourism Research*, 36(3), pp. 375-389

* (2007) 'Citizen of the world' of 'Management Puppet'? The Place of Tourism Studies in Higher Education, *Tourism Recreation Research*, 32, 2, pp 41-47 co-authored with Eugenia Wickens)

* (2006) 'Post-colonial Pakistani Mobilities: the Embodiment of the Myth of Return in Tourism', *Mobilities*, 1, 2, pp 217-242 (co-authored with Nazia Ali)

Consultancy Projects:

- An investigation into tourist behaviour and social well-being in the Annapurna Conservation Area, Nepal, *Nuffield Foundation*
- Tourism Development Strategy, Vologda Oblast, Russia, TACIS project, *European Union*
- Tourism development strategy in the Eastern Mediterranean, Centre for Leisure and Tourism Studies, *University of North London*
- Tourism strategy for *Mansfield District Council*, Centre for Tourism Studies, Sheffield Hallam University
- Impact and feasibility study for hotel and golf development, Java, Indonesia, *Economic Studies Group*, London
- Impact and feasibility study for major luxury hotel and two championship golf courses, Sukabumi, Java, Indonesia, *Economic Studies Group*, London
- Impact and feasibility study for two hotel developments on the southern coast of Turkey, *Economic Studies Group*, London
- Pre-feasibility study for a heritage development in Southwark, *Economic Studies Group*, London
- An investigation of tourism motivation in Annapurna, *Internal funding from the University of North London*

Ben James

Educational background:

Graduate Diploma of Management, University of Melbourne, 2002

Bachelor of Tourism/ Bachelor of Arts, University of Canberra, 1998

Professional experience:

Director Aviation Marketing at Schiphol Airport, 2011- 2012

- development of new and existing destinations
- managing the department

Airline Development Manager, Brisbane Airport Corporation (BAC), August 2005 – 2011, Brisbane

- Growth of Brisbane Airport's international and domestic networks thru development of route opportunities with current & potential airlines
- Airline account management and commercial liaison with Brisbane Airport's 26 airlines
- Network, route and market research, analysis, modeling and forecasting for external and internal parties
- Development and maintenance of relationships with aviation industry bodies including Boeing, Airbus, National and State tourism bodies, travel agents, partner airports and others
- Representation of Brisbane Airport on various aviation industry bodies including:
 - Association of South Pacific Airlines
 - Australian National Tourism and Aviation Advisory Committee
- Passenger and aircraft movement forecasting for BAC annual budgeting and business planning
- Representation of Brisbane Airport at airport and airline network development events
- Development of internal and external marketing communications
- Ad hoc strategic analysis for BAC Executive Committee, Board of Directors and internal departments
- Liaison with Australian Federal and State Government's aviation and transport authorities

Business Planner and Project Analyst, Victorian Building Commission, Sept. 2004 – Aug. 2005, Melbourne

- Production of strategic and business plans for Commission and Divisions
- Analysis for strategic planning and ad-hoc projects

- Project management
- Budget planning and tracking
- Preparation of periodic reports, including Ministerial reports

Project Consultant/Analyst, Ambidji Aviation Consultants, February 2004 – August 2004, Melbourne

Business Analyst and Consultant, Airbiz - Aviation Business Pty Ltd, November 2001 – October 2003, Melbourne

- Research and analysis for airport, airline and government consultancies
- Specialist economic, tourism and strategic input to projects
- Business development, brand development and bid preparation
- Project Management
- Client Liaison/Development

Rob de Lusenet

Educational background:

De heer De Lusenet studeerde Bedrijfskunde aan de Universiteit van Nijenrode en aan de TU Delft.

Professional experience:

Is zelfstandig gevestigd organisatieadviseur en interim manager op directie/Raad van Bestuur niveau.

- Hij werkte twintig jaar voor de firma KPMG, in de rollen van organisatieadviseur, partner en bestuurslid.
- Sinds 2004 heeft hij zich met name toegelegd op kwaliteitsbeleid en ontwikkeling van opleidingen en instituten in het Hoger Onderwijs.
- Sinds 2005 vervult hij met regelmaat directie- en bestuursposities bij hogescholen en universiteiten in Nederland.
 - In 2007 was hij directeur Strategie & Communicatie bij InHolland
 - in 2008 en 2009 was hij directeur Strategie & Communicatie bij TU Twente
 - Momenteel is hij lid College van Bestuur bij de IJsselgroep
- Tevens actief voor Programma Uitzending Managers, waarvoor hij in 2007 en 2008 enkele missies uitvoerde naar Atjeh (post-Tsunami aid).
- Sinds 2004 heeft hij vele visitatiecommissies voorgezeten voor accreditatie van zowel bachelor als masteropleidingen.

Alexandra Moonen

Educational background:

- Heeft in augustus 2010 haar BSc behaald in Sociale Geografie aan de Radboud Universiteit Nijmegen, met de scriptie 'Arbeidsmigratie Polen'.
- Momenteel studeert ze aan diezelfde universiteit voor haar master Sociale Geografie en verwacht die eind 2011 af te ronden.

Experience:

- Alexandra is actief in de studievereniging Mundus, in 2009-2010 was zij voorzitter.

Attachment 2 Program of the assessment

Day 1: 7 November 2011

12.30-13.00:	Board of Governors and Director Academy for Tourism Hans Uijterwijk Wicher Meijer
13.00-14.30:	Managementteam of TDM Course Ton Tepe Jos van der Sterren Theo de Haan)
14.30-15.15:	Presentation of the second phase methodology; Profiling of the Course Herman Jan Meijer Theo de Haan
15.15-16.15:	Representatives of the sector / Advisory Board Greg Ashworth Michael Burchett (Bali) Bert van Walbeeck (Bangkok)
16.45- 17.30:	Open Consultancy Hour

Day 2: 8 November 2011

09.30-11.00:	Lecturers Erdinc Cakmak Wesley Put Vincent Platenkamp Herman Jan Meijers Brian Wheeler
11.00-12.00:	Students from the current programma Raul da Costa Diniz, Brazilië Mariska Kleintjens, Nederland Akshara Walia, India Claire Bougot, Frankrijk
12.00-12.30:	Round tour Facilities (guided by students)
12.30-13.00:	Marlie van Dun, international policy officer
13.00 - 14.00:	Document research, lunch with Marly van Dun, international policy officer
14.00-15.00:	Alumni Rosalie Lap, Netherlands, graduated in 2008 Iris van de Beek, Netherlands, graduated in 2008 Carla Flores, Honduras, graduated in 2011 Sylvia Praciane, Letvia, graduated in 2008
15.00-16.30:	Assessment committee
16.30-17.00:	Course Management Ton Tepe Theo de Haan Jos van der Sterren

Attachment 3 Quantitative data

Quantitative data regarding the programme

1. Data on intake, transfers and graduates

Year	Applications	Rejected	Accepted	Enrolled	Graduated
2006/07	16	3	13	10	10
2007/08	18	3	15	15	15
2008/09	22	3	19	18	16
2009/10	46	12	34	21	18
2010/11	65	24	41	31	-
2011/12	65	21	44	30	-

2. Teacher -student ratio achieved: 1:15.

3. Average amount of face-to-face instruction: during the first phase, on average students have 14-18 contact hours per week, excluding guest lectures.

Attachment 4 Final qualifications

Kennis, houding en vaardigheden vormen tezamen de drie handelingsbekwaamheden waarop het adequate beroepsmatige handelen is gebaseerd. Om die te behalen worden de eindkwalificaties van de masteropleiding in drie handelingscategorieën onderverdeeld:

- Cognitief-reflectief handelen (kennis en inzicht);
- Beroepsmatig-methodisch handelen (vaardigheden);
- Sociaal-communicatief handelen (houding).

Cognitief-reflectief handelen

De afgestudeerde van de masteropleiding:

1. Is bekend met trends en ontwikkelingen in de internationale externe toeristische omgeving, met name internationale afspraken rondom handel van diensten, duurzame internationale ontwikkeling en juridische conventies.
2. Heeft kennis van internationale opererende organisaties en instellingen, hun doelen en hun strategieën, alsmede van afspraken en conventies gerelateerd aan toeristische ontwikkeling.
3. Heeft kennis van de theorie van ontwikkeling van internationale toeristische bestemmingen.
4. Is bekend met de grondbeginselen van internationale (handels)recht.
5. Is bekend met recente ontwikkelingen van informatieve en communicatietechnologie en kan deze toepassen op bestemmings- en actorniveau.
6. Heeft kennis van de theorie ten aanzien van planning en ontwikkeling van toeristische bestemmingen en is in staat deze toe te passen in concrete situaties.
7. Heeft diepgaande en brede kennis van destination marketing en kan deze toepassen op bestemmings- en actorniveau.
8. Heeft kennis van strategisch veranderingsmanagement en is in staat deze toe te passen op bestemmingsniveau.
9. Heeft kennis van (non) commerciële financieringsstrategieën van zowel publieke en private sectoren in toeristische bestemmingen en is in staat deze toe te passen op actor- en bestemmingsniveau.
10. Is in staat toerisme-, stakeholder- en contextanalyses uit te voeren.
11. Heeft kennis van een zelf-reflexieve benadering van complexe culturen, die tegelijkertijd zijn werk beïnvloedt in toeristische projecten.
12. Heeft kennis van en ervaring met kwalitatieve en kwantitatieve methoden van onderzoek.

Beroepsmatig-methodisch handelen

De afgestudeerde van de masteropleiding:

13. Kan de brede toeristische, social-economische, legale en juridische context analyseren, in een breed internationaal kader plaatsen en deze vervolgens vertalen naar de realiteit van de lokale bestemming.
14. Kan de brede context waarin toerisme zich afspeelt (GATS, global political understanding) analyseren en inschatten: heeft een bird's eyes view.
15. Is in staat om op genuanceerde wijze de culturele context van een bestemming met haar stakeholders en consumenten te betrekken bij het werk van een toeristische professional.
16. Kan werkbare oplossingen formuleren voor problemen, gerelateerd aan de groei en ontwikkeling van toeristische bestemmingen en het handelen van actoren daarbinnen.

17. Is in staat onderzoekopdrachten te verstrekken en deze te beoordelen.
18. Heeft ervaring met en kan opereren in de international toeristische context.
19. Is effectief en efficiënt in het vinden en verwerken van informative en kan beslissingen nemen op basis van onvolledige en onduidelijk gestructureerde informatie.
20. Is in staat om op zakelijk niveau zowel mondeling als schriftelijk in het Engels te communiceren.
21. Kan informative vertalen naar bruikbare en vernieuwende oplossingen en ideeën.
22. Is in staat om informatiebehoefte/behoefte naar (extern) onderzoek vast te stellen.
23. Weet informative over de externe omgeving te vinden.
24. Is in staat belangen van actoren op toeristische bestemmingen in te schatten.
25. Heeft zicht op de externe besluitvorming van stakeholders op de toeristische bestemming.
26. Kan een (professioneel) onderzoeksvoorstel formuleren en beoordelen aan de hand van vooraf vastgestelde criteria.
27. Kan een onderzoek zelfstandig uitvoeren of leiding geven aan de uitvoering van een onderzoek.
28. Is in staat om voorstellen, ideeën en/of innovaties op een effectieve en inspirerende manier te presenteren aan derden (in een internationale setting).
29. Is in staat om te adviseren aangaande veranderingen binnen een organisatie (of: kan hieraan richting geven).
30. Is in staat innovatiestrategieën te formuleren en te coördineren.

Sociaal-communicatief handelen

De afgestudeerde van de opleiding:

31. Beschikt over uitstekende social-communicatieve vaardigheden: kan enthousiasmeren, nieuwe ideeën duidelijk overbrengen, overtuigen, motiveren.
32. Is creatief en oplossingsgericht.
33. Is gericht op vernieuwingen en verbeteringen.
34. Is in staat om binnen een multiculturele setting op effectieve wijze te functioneren/presenteren.
35. Is ervaren met onderhandelen in een internationale context en is in staat om met externe partners/stakeholders samen te werken.
36. Kan beslissingsprocedures bij stakeholders beïnvloeden.
37. Heeft oog gekregen voor de verzwegen kennis die vaak impliciet een rol speelt in contacten met andere culturen.
38. Is in staat zelf-reflexief en in dialog met sleutelfiguren te werken met die wisselende perspectieven die in contact met andere culturen een cruciale rol spleen.
39. Is in staat te reflecteren op eigen handelen en dat van anderen (partners/stakeholders).
40. Is in staat het eigen leerproces aan te sturen (zelfstandig en zelfinitiërend leren) en zich permanent te ontwikkelen.

Attachment 5 Overview of the programme

Phase 1: 16 weeks, 24 EC				
Tourism Stakeholder Analysis	Destination Cultural Analysis	Destination Development Strategies	Tourism Destination Finance	Tourism Destination Marketing
3 EC	3 EC	3 EC	3 EC	3 EC
International Tourism Context		International Project Management		
3 EC		3 EC		
International Research Techniques Preparation Phase 2 Fieldwork				
3 EC				
Phase 2: Field Research Project, 13 weeks, 20 EC				
Phase 3: Thesis, 16 weeks, 24 EC				

In order to achieve a consistent programme, the TDM curriculum is organized in three phases, which ensure a gradual integration between theory and practice. In the first phase in Breda students get acquainted with relevant theoretical concepts of destination management, through literature, lectures and individual as well as group assignments.

The second phase is the phase of the field research. Students put to practice their knowledge and insights, while located in diverse international tourism destination stakeholder settings.

During the third phase, the final dissertation phase, the students bring together theory and practice in an individual academic research exercise, and relate professional insights to academic theory and production of knowledge.

Attachment 6 Documents

- Critical reflection
- Final projects of 15 students
- Group assignment reports Tour destination management, tourism development strategies, stakeholder analysis
- Policy disabled students
- Reports of staff meetings
- Reports of the advisory committee
- Academy for tourism policy documents
- Evaluations 2009-2010, 2010-2011
- Literature
- Report: Sector research
- Report: graduate employability research
- Dissertation handbook
- Field research project handbook
- Overview publications of the staff
- Phase 2 reports
- International diploma supplements
- Exam regulations TDM
- CV's of staff
- Lecturers and guest lecturers and time involvement in TDM
- Advisory Board
- Academics / Tourism Sector Stakeholders Cooperating

Attachment 7 Declarations of independence

Declaration of independence and confidentiality


Prior to the assessment

The undersigned has been asked to assess the programme M Tourist Destination Management of NHTV Breda University of Applied Sciences, as a chair.

Hereby I certify to:

- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:



Full name:

R. de Kuseent

Place:

Bewri chen

Date:

7 / 11 / 2011

Declaration of independence and confidentiality

Prior to the assessment

The undersigned has been asked to assess the programme M Tourist Destination Management of NHTV Breda University of Applied Sciences, as an expert.

Hereby I certify to:

- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:

A handwritten signature in blue ink, appearing to read 'Benjamin John James'.

Full name:

BENJAMIN JOHN JAMES

Place:

BREDA, NL

Date:

7/11/2011

Declaration of independence and confidentiality

Prior to the assessment

The undersigned has been asked to assess the programme M Tourist Destination Management of NHTV Breda University of Applied Sciences, as a student.

Hereby I certify to:

- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:



Full name:

Alexandra Moonen

Place:

Nijmegen

Date:

06-11-2011

Declaration of independence and confidentiality

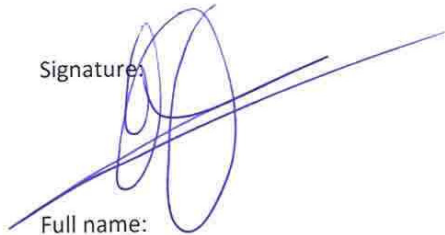
Prior to the assessment

The undersigned has been asked to assess the programme M Tourist Destination Management of NHTV Breda University of Applied Sciences, as a secretary.

Hereby I certify to:

- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:



Full name:

Anjette van Noort

Place:

leiderdorp

Date: 31 oktober 2011

Declaration of independence and confidentiality

Prior to the assessment

The undersigned has been asked to assess the programme M Tourist Destination Management of NHTV Breda University of Applied Sciences, as an expert.

Hereby I certify to:

- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:



Full name:

Professor Anouk Heugens

Place:

NHTV (MBOA)

Date:

07/11/11